



Grade 9 Social Studies
Workbook Module 3
Canada in the Global Context

Name: _____

Date Started: _____

Module 3 Workbook Outcomes:

LA = Learning Activity A = Assignment

LA/A	Page	Outcome	To Do
LA 3.1	1-5	<ul style="list-style-type: none"> • KG-037 Compare media portrayals of current issues. <i>local</i> • VI-004 Be willing to consider diverse social and cultural perspectives. 	
LA 3.2	6-8	<ul style="list-style-type: none"> • KG-035 Evaluate Canadian perspectives regarding current global issues. • KG-036 Give examples of decisions that reflect the responsibilities of global citizenship. <i>Include: personal and national decisions.</i> 	
A 3.1	9-11	<ul style="list-style-type: none"> • KG-036 Give examples of decisions that reflect the responsibilities of global citizenship. <i>Include: personal and national decisions.</i> 	
LA 3.3	12-14	<ul style="list-style-type: none"> • KG-037 Compare media portrayals of current issues. <i>international sources.</i> 	
LA 3.4	12-14	<ul style="list-style-type: none"> • KG-038 Give examples of Canada's participation within international organizations. • KL-025 Identify on a world map countries in which events of global significance are taking place. • KG-034 Give examples of Canada's connections with other nations. 	
A 3.2	14-17	<ul style="list-style-type: none"> • KG-039 Evaluate Canada's contributions to international aid and development. <i>Include: government and NGOs.</i> • KG-040 Assess the implications of Canada's military role in contemporary conflicts. • KG-034 Give examples of Canada's connections with other nations. 	
LA 3.5	17-25	<ul style="list-style-type: none"> • KG-039 Evaluate Canada's contributions to international aid and development. <i>Include: government and NGOs.</i> 	
LA 3.6	17-25	<ul style="list-style-type: none"> • KG-038 Give examples of Canada's participation within international organizations. • KG-039 Evaluate Canada's contributions to international aid and development. <i>Include: government and NGOs.</i> 	
LA 3.7	25-31	<ul style="list-style-type: none"> • KG-038 Give examples of Canada's participation within international organizations. • KG-040 Assess the implications of Canada's military role in contemporary conflicts. 	
A 3.3	31-32	<ul style="list-style-type: none"> • KG-038 Give examples of Canada's participation within international organizations. • KG-040 Assess the implications of Canada's military role in contemporary conflicts. 	
LA 3.8	17-25	<ul style="list-style-type: none"> • VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts. 	
LA 3.9	17-25	<ul style="list-style-type: none"> • KE-048 Describe characteristics of Canada as an industrialized nation. 	
LA 3.10	25-31	<ul style="list-style-type: none"> • KE-049 Evaluate implications of living in a consumer-based economy. • KE-050 Give examples of the cultural, political, and economic impact of globalization on Canada. 	
A 3.4	31-32	<ul style="list-style-type: none"> • KE-051 Analyze possible consequences of their consumer choices • VE-017 Be willing to consider the impact of their consumer choices 	



Individuality or Conformity?

1. What role does the media play in your own life? To investigate, read the following article and complete the following questions.

Individuality or Conformity?

Popular culture is the arts, artifacts, entertainment, fads, beliefs, and values that are shared by a large part of society at any given time. Donald F. Roberts, a professor at Stanford University, and Ulla G. Foehr, an American media research consultant, have both extensively researched the impact of media on youth. Their studies have shown that children ages 8-18 are saturated by today's media. Results show that children are engaged with the media for an average of over 6 hours per day. Because they are multi-taskers (on the computer while watching TV, for example), they are actually cramming in over 8 hours of media usage into those 6 hours! There is no doubt that media consumption affects teenagers; there is, however, a debate whether these effects are negative or positive.

How does the media affect our perceptions of ourselves? Do we retain our own individuality or do we fall into conformity? Individuality is the distinguishing characteristics and personality traits that set us apart from others. Conformity is acting in a manner that conforms to standards that have been set by society—acting in a manner that is considered “cool” or trendy within your peer group. Popular culture often pressures people, especially teenagers, to conform to its ideals.

- a. What trends or fads are popular in your school or in your peer group? List at least five.

- b. Did you feel that to some degree you were pressured to participate in this fad or trend? If the answer is yes, where did/does the pressure come from: friends, peers, media, or something else?

c. Do you feel that popular culture emphasizes individuality, or does it ask you to conform?

d. What techniques do mass media and popular culture use to influence individuals?



Learning Activity 3.2



Read pages 3-4

Coffee with a Conscience

1. Use the following article and the information from this lesson to answer the questions below.

Coffee with a Conscience

After oil, coffee is the world's most valuable commodity, and Canadians drink over 40 million cups per day. But more and more Canadians are concerned that the coffee growers are not sharing in the profits that come from their hard work.

Isabel and Pedro Velasquez are typical of coffee growers living in Central America. They live in a tiny, mud-walled house with a dirt floor and two rooms. They sell their coffee beans for between 38 and 60 cents per pound, which earns them about \$350 per year. That's less than the amount that the average Canadian spends on specialty coffees every year. When they have to borrow money to purchase fertilizer and other necessities, they have to pay 20% interest.

The companies buying the coffee beans from growers like Isabel and Pedro sell coffee products, like latte and mocha drinks, for about 20 times more than they pay for the beans. As a result, the growers are vastly underpaid for their product. The companies selling the coffee products are making a huge profit by exploiting the impoverished coffee growers.

2

With the growth of the specialty coffee shops, like Starbucks, consumers have become aware of the exploitation of the coffee growers like Isabel and Pedro. Consumers began to demand that the coffee companies pay their growers a fair price for their coffee. Thus began the Fair Trade movement, which has expanded to include other commodities such as chocolate and handicrafts. Organizations and companies supporting Fair Trade will sell the coffee to countries like Canada and share their profits with the growers. The products typically cost a little bit more, but many people are willing to pay the increased cost in order to help the growers.

*Next time you go to the grocery store or specialty shop, look for Fair Trade labels. Who knows? You might be helping the Velasquez family.
(end of article)*

a. Do you or members of your family drink coffee? Estimate how much money your household spends on coffee every year.

b. Describe the Fair Trade movement. What are its goals?

2. Let's assume that you decide not to buy coffee from a coffee shop because it refuses to sell Fair Trade coffee. How will your decision affect the coffee industry? Discuss the effect this may have at the local, national, and global level.



...following websites may be helpful
www.fairtrademanitoba.ca
transfair.ca
fair-trade.net
cbc.ca/news/background/fair-trade/

Fair Trade Investigation (15 marks)

Your Task:

Coffee is just one of the many products now offered with Fair Trade certification. Other examples include the following:

- bananas
- flowers
- honey
- soccer (and other ball sports)
- tea
- cocoa
- fresh fruit
- juices
- spice and herbs
- wine
- cotton
- handicrafts
- rice
- sugar

■ Select a commodity from the list above (or another Fair Trade product of your choice).

■ Use the resources at your local library and on the Internet to answer the following questions:

■ Where in the world is this commodity grown/produced? Are there specific reasons why it is grown/produced in select areas of the world?

■ How is this commodity converted from a plant / raw material into the product available at a store? Briefly describe the harvesting/ manufacturing process.

■ What does this product cost at your local store or supermarket?

■ What are typical wages for the labourers who produce/harvest this commodity?

■ What standards must be met in order for the product to be labelled as Fair Trade?



Analyzing Global News Coverage

Use the chart to compare two different news sources that report on global issues. You may choose two from the list of websites below or two others of your choosing. If you do not have access to the Internet, you should consult your local library for resources. After choosing two global news sources, you will compare the two in the chart.

Global News Sources:

- Global News www.oneworld.net
- New York Times www.nytimes.com
- UN Wire www.unwire.org
- Google News Canada <http://news.google.ca>
- The Associated Press www.ap.org
- New Internationalist Magazine www.newint.org
- BBC News <http://news.bbc.co.uk>
- CNN www.cnn.com
- CBC News www.cbc.ca/news
- National Post www.canada.com/national/index.html
- Globe and Mail www.theglobeandmail.com

Analyzing Global News Coverage		
Description of News Source	News Source 1:	News Source 2:
Number of world issues		
Number of national issues		
Number of local issues		
List the three most prominent headlines.	1. 2. 3.	1. 2. 3.
Choose one of the top three stories you listed above and provide at least three details about that story.	1 2 3	1 2 3
Is bias evident in the articles? Explain.		
Did all global news items relate to violence or disaster?		
Is the overall feel of the articles positive or negative?		



Note: Remember that media news coverage does not reflect the reality of the world. It acts as a go-between for the media consumer and the world. It interprets, selects, and presents events and issues for them.

Canadians Living in the Global Village



Note:

You will require use of the Internet or an atlas for this learning activity.

- For each of the following global connections, indicate whether it is an example of a *trade, peacekeeping, military, sporting, or environmental* connection with other countries. Record this in the "Connection Type" column. When the "Global Connection" is an acronym, provide the full name in the "Full Name of Mission/Organization" column. The first one is done for you as an example.

Global Connection	Full Name of Mission/Organization	Connection Type
UNOMIG	UN Observer Mission in Georgia	Peacekeeping
ISU		
WWF		
WTO		
Gulf War, 1991		
NAFTA		
NATO		
UNDOF		
Korean War		
Pan-Am Games		

- What is the difference between a peacekeeping operation and a military operation?
- There have been many events of global significance in the past 50 years. Using an atlas or the Internet, locate and label the following countries that were involved in these events.

Countries:

- | | |
|---------------------------------|--------------------|
| 1. Afghanistan | 2. Canada |
| 3. Eritrea | 4. Israel |
| 5. Pakistan | 6. Ethiopia |
| 7. Korea (North and South) | 8. Sierra Leone |
| 9. Democratic Republic of Congo | 10. Georgia |
| 11. Kosovo | 12. United States |
| 13. Cyprus | 14. India |
| 15. Kuwait | 16. Western Sahara |
| 17. East Timor | 18. Iraq |
| 19. Lebanon | |

Learning Activity 3.4: Canadians Liv



In the Global Village: Poster-Sized Map





Canada on the International Stage (15 marks)

Your Task:

When journalists research a current event, their goal is to answer the "Five Ws" of the story:

1. *Who* was involved?
2. *What* happened?
3. *Where* did this occur?
4. *When* did it occur?
5. *Why* did this happen?

In this assignment, you will assume the role of a journalist and investigate the Five Ws of Canada's international affairs. Choose one of the four options below as your topic: **EACH OPTION HAS 6 QUESTIONS.**

Option 1: Peacekeeping Investigation

Research a United Nations peacekeeping mission that involved Canadian peacekeepers. Review this lesson for some suggestions. Answer the following six questions:

1. *Who* were the nations or groups involved in the initial conflict? (1 mark)
2. *What* were some significant events in the timeline of the conflict? (4 marks)
3. *Where* in the world did this conflict occur? (1 mark)
4. *When* did this conflict begin (what year)? How long did the peacekeeping mission last? Is it ongoing? (2 marks)
5. *Why* did this conflict occur? Keep in mind that each group may have its own interpretation of events. (2 marks)
6. *Follow-up Question:* Do you think that Canada did the right thing by sending peacekeepers to this conflict? Explain your reasoning in a paragraph response. (5 marks)

Option 2: Military Conflict

Research a military operation that involved Canadian soldiers. Review this lesson for some suggestions. Answer the following six questions:

1. *Who* were the nations or groups involved in the fighting? (1 mark)
2. *What* were some significant events in the timeline of the conflict? (4 marks)
3. *Where* in the world did this conflict occur? (1 mark)
4. *When* did this conflict begin (what year)? When did it end? Is it ongoing? (2 marks)

OPTION 2 CONTINUED

5. *Why did this conflict occur? Keep in mind that each group may have its own interpretation of events. (2 marks)*
6. *Follow-up Question: Do you think that Canada did the right thing by participating in this war or conflict? Explain your reasoning in a paragraph response. (5 marks)*

Option 3: Environmental Group

Select an organization that promotes environmental change in Canada. Review this lesson for some suggestions. Investigate one specific goal of the organization (examples of specific goals include "preserving the habitat of polar bears" or "raising awareness of greenhouse gas emissions"). Answer the following six questions about the organization and its goal:

1. *Who are the main countries involved in the group?*
OR
Who are the leaders of the group? Describe them briefly. (2 marks)
2. *What strategies or programs did the group use to promote its goal? Describe its advertising, protesting, or lobbying efforts. (3 marks)*
3. *Where in the world did this program occur? (1 mark)*
4. *When did this program occur (what year)? Was it a single event or an ongoing series of negotiations/protests? (1 mark)*
5. *Why should Canadians support this group? In your response, consider its goals and the methods used to carry out these goals. Do they promote Canadian values? (3 marks)*
6. *Follow-up Question: What can you personally do to promote the goal of this group? In a paragraph response, describe the actions you could take on your own, as well as with members of your family and community. (5 marks)*

Option 4: Athletes and Sports Organization

Write a profile of a Canadian athlete involved in international competitions (such as the Olympics or the Pan-Am Games). Review this lesson for some suggestions. Answer the following six questions about the athlete:

1. *Who is this Canadian athlete? Describe him or her briefly. (3 marks)*
2. *What is the name of the international organization that governs the athlete's sport? Describe the outcome of the athlete's last competition: did he or she win, lose, or improve any records? (2 marks)*
3. *Where in the world did this competition last take place? (1 mark)*
4. *When does this organization meet for competition (how often)? (1 mark)*
5. *Why is this athlete an admirable Canadian? Would you be proud to have this person act as a representative of Canada and its values? (3 marks)*
6. *Follow-up Question: What personal lessons can you learn from the life of this athlete? Explain in a paragraph response. (5 marks)*

Canada's Global Responsibilities

Your Task

Canada's global responsibilities may be divided into three categories:

- Defense
- Diplomacy
- Development

For each of the following responsibilities, state whether it fits in Defense, Diplomacy, or Development. One is done as an example for you.

Canada's Global Responsibilities	Defense, Diplomacy, or Development?
■ Reduce poverty	Development
■ Combat terrorism	
■ Revitalize relationships with the USA and Mexico	
■ Help reduce the number of weapons of mass destruction	
■ Emphasize issues concerning the environment and health	
■ Build international relationships beyond North America	
■ Promote solutions between environmental degradation, poverty, and social inequality	
■ Advance Canadian values of global citizenship, equity, and environmental sustainability	
■ Encourage Canadians to support and contribute effectively to global poverty reduction	
■ Promote peace and security in areas of the world that are considered regional flashpoints	
■ Contribute to international efforts to maintain peace and security in countries that are considered failed or failing states	

Learning Activity 3.6

Read pages 14-18

Canada's Role in International Organizations

1. Match the name of that organization on the *right* to the description of the organization in the *left* column.

<ul style="list-style-type: none"> ■ A non-profit private organization created in 1971 by a small group of doctors from France. It provides international medical care in case of emergency and for the treatment of endemic diseases. 	_____	a. United Nations
<ul style="list-style-type: none"> ■ An international organization made up of 191 states established in 1945. Membership is open to all "peace-loving states." 	_____	b. Commonwealth of Nations
<ul style="list-style-type: none"> ■ An NGO whose goal is to preserve and protect the environment through awareness and positive environmental solutions. 	_____	c. La Francophonie
<ul style="list-style-type: none"> ■ An international organization of French-speaking countries and governments. 	_____	d. Amnesty International
<ul style="list-style-type: none"> ■ An international NGO with the goal of promoting all the human rights outlined in the Universal Declaration of Human Rights and other international standards. 	_____	e. Greenpeace
<ul style="list-style-type: none"> ■ A voluntary association of independent countries, mostly formed by Britain and its former colonies that share links in the areas of trade, finance, law, culture, sports, health, democratic governance, and education. 	_____	f. Doctors without Borders



2. Complete the following organizer that sums up Canada's involvement in international organizations. The box regarding the United Nations is done for you as an example.



Note:

Take into account the space that you have for your summary. Make your summary short, descriptive, and to the point.

HOW WAS CANADA INVOLVED IN...

<p>United Nations</p> <p>Canada was a founding member of the UN in 1945. Canadians have played important roles in the UN, including the areas of: human rights, peacekeeping, and the environment.</p>	 	<p>Amnesty International</p>
<p>Commonwealth</p>		<p>Greenpeace</p>
<p>La Francophonie</p>		<p>Doctors without Borders</p>



Canada's Role In Afghanistan Organizations

1. Provide a brief description of the following people, groups, or organizations:
 - a. Mujahadeen
 - b. Osama bin Laden
 - c. Taliban
 - d. Operation Enduring Freedom
2. Describe how Canada became involved in the war in Afghanistan.
3. Can you think of some *positive* outcomes of Canada's military involvement in Afghanistan? List at least three.
4. Can you think of some *negative* outcomes of Canada's military involvement in Afghanistan? List at least three.



Discussing Canada in Afghanistan (10 marks)

1. The Canadian government states that Canada has three duties to the international community.
 - a. List these three duties as described in Lesson 5. (3 marks)

- b. Did Canada fulfill these duties in its involvement in Afghanistan? Explain your reasoning, providing at least two examples of how Canada did or did not fulfill its duties. (2 marks)

2. Imagine that you were an advisor to former Prime Minister Jean Chrétien. Would you recommend Canada's military deploy to Afghanistan or not? Explain your reasoning in a paragraph response.

Be sure that you do the following:

- Provide at least *three* arguments that support your stance on military deployment. (3 marks)

- You should also list an argument someone might use *against your stance* and provide a *counter-argument* to it. A counter-argument attacks an argument for poor reasoning, or explains why the argument is unimportant. Use your answers from Learning Activity 3.7 to help construct a counter-argument. (2 marks)

Example:

- Argument: Cats are better than dogs because they use a litter box and clean up after themselves.
- Counter-Argument: Cats may use litter boxes but they still shed hair around your house, making them very messy.



Learning Activity 3.8



Read pages 24-26

The Importance of Commemoration

1. What are some of the reasons why Canadians commemorate Remembrance Day?
2. According to Adrienne Clarkson's eulogy at the Tomb of the Unknown Soldier, what and why must we remember?
3. Do you think it is important to commemorate Remembrance Day? Why or why not?



Learning Activity 3.9



Read pages 27-30

The Developing and Developed World

1. Refer to the chart in this lesson that compares Canada and Somalia's industrial development. Fill in the chart provided for each question. Be sure to give the information/data for each category and the reason why it influences industrial development.
 - a. How do these three categories aid in Canada's growth as an industrialized nation?

Canada		
Category	Data	How It Influences (aids) Industrial Development
Adult Literacy		
Number of Highways, Airports, and Harbours		
Government Type		

- b. How do these three categories hinder Somalia's growth as an industrialized nation?

SOMALIA		
Category	Data	How It Influences (hinders) Industrial Development
Adult Literacy		
Number of Highways, Airports, and Harbours		
Government Type		

Transnational Corporations

1. Use the following chart to answer the questions.

Transnational Company	Country of Origin	Goods/Services Provided
Wal-Mart stores	United States	Consumer goods
Royal Dutch Shell	Netherlands	Gasoline
Exxon Mobil	United States	Gasoline
British Petroleum	Britain	Gasoline
Toyota Motors	Japan	Automobiles
Japan Post Holdings	Japan	Mail delivery, banking, and insurance
Sinopec	China	Gasoline
State Grid	China	Electricity
AXA	France	Insurance
China National Petroleum	China	Gasoline

- a. What country is home to most of the top-10 transnational companies? What does this tell you about this country's influence in world economics and trade?
 - b. How do you think these transnational companies affect Canada? Provide a negative and a positive response.
2. Read the following story about the history of General Motors in Canada. Answer the questions that follow.

The Origin of General Motors of Canada

Almost 200 years ago, there was a farmer who lived in Ontario named Robert McLaughlin. Early on in his career, Robert demonstrated that he had the qualities of a talented entrepreneur. He used his skills as a carpenter to build tools for neighbours and friends, which he quickly expanded into a small business. His company, the McLaughlin Carriage Company, sold tools but then grew into a farm wagon workshop. The company eventually became successful enough to expand across the country.

Robert had three sons. One son went on to become a chemist and founded another successful Canadian company, Canada Dry. His two other sons, Sam and George, joined their father as partners in the carriage company. Sam and George came up with a big idea for their father's company. The first automobile had recently been manufactured and the two young men quickly realized that selling cars could make them a lot of money. They had to convince their father that the decision would move the company in the right direction. When Robert agreed, they settled on the Buick as the model to build and sell at their manufacturing plant in Oshawa, Ontario.

They made the right decision. At the Indianapolis Speedway in the United States, the Buick came in first place. It was instantly popular, and investors

were willing to put in a lot of money to become part of the advertising campaign for the car. Robert McLaughlin was still not entirely sure if he was ready to give up his carriage business for the automobile business. In 1915, there was significant pressure put on him by the American manufacturers of the Buick, who also wanted his plant in Oshawa to manufacture Chevrolets. Three years later, McLaughlin's plant was American-owned and renamed General Motors of Canada.

General Motors of Canada celebrated its 30th anniversary in 1939. By then, the company had produced and sold one million vehicles. The following are some important dates in the company's historical timeline:

- **1965:** the Automotive Products Trade Agreement (Autopact) was signed between the U.S. and Canada. This agreement increased Canadian production of automobiles.
- **1994:** the North American Free Trade Agreement (NAFTA) came into full force. This regional trade agreement was extremely important for the automobile industry. Profits increased because it was much easier for the automobile companies to trade car parts and sell the cars to the wider markets.
- **2000s and beyond:** GM Canada manufactures approximately one million units every year, and 90% of the vehicles manufactured in Canada are exported (sold) to the market in the United States. Canada has the ninth-largest automobile market in the world.

General Motors of Canada today employs 20,000 workers. The company's primary Canadian plant is still located in Oshawa, but there are several other plants in Ontario. General Motors (the American version of the company) is headquartered in Detroit, Michigan. The company employs over 200,000 people in 396 facilities worldwide.

- a. How is General Motors an example of a transnational company?
- b. How can General Motors and the products they produce be seen as an example of globalization?
- c. Briefly outline how the Canadian-owned McLaughlin Carriage Company became a part of the American-owned General Motors.
- d. In the following chart, outline pros and cons of General Motors' expansion into Canada and the creation of GMC. Provide at least one pro and at least one con for each of the areas of Canadian life.

Canada's Culture	
Pro	
Con	
Canada's Politics	
Pro	
Con	
Canada's Economy	
Pro	
Con	



Living in an Industrialized Consumer Society (17 marks)

1. In the list of countries that follows, *circle* at least five countries that are considered to be developed/Industrialized. (5 marks)

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Algeria | <input type="checkbox"/> Mauritius |
| <input type="checkbox"/> United States | <input type="checkbox"/> Denmark |
| <input type="checkbox"/> Japan | <input type="checkbox"/> Italy |
| <input type="checkbox"/> Gabon | <input type="checkbox"/> Ethiopia |
| <input type="checkbox"/> Laos | <input type="checkbox"/> Canada |
| <input type="checkbox"/> Belgium | <input type="checkbox"/> France |
| <input type="checkbox"/> Haiti | <input type="checkbox"/> Somalia |
| <input type="checkbox"/> Portugal | |

2. What are the characteristics of a developed/Industrialized nation? List at least two characteristics. (2 marks)

3. Define the following terms. (1 mark each for a total of 4 marks)

a. Globalization

b. Transnational Company

c. Corporate Social Responsibility

d. Human Rights

4. Evaluate the implications (results) of living in a consumer-based society. For each category in the chart, indicate one implication it has for a consumer-based society. (1 mark for each implication for a total of 3 marks)

Category	Implication
Social Implications (How are people affected?)	
Political Implications (How is the government affected?)	
Environmental Implications (How is the natural world affected?)	

5. What can you personally do to reduce the negative effects of consumerism in your own community? Provide at least three concrete examples. (3 marks)



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Blank lined writing area consisting of 18 horizontal lines.



Blank lined writing area consisting of 18 horizontal lines.



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